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Vol. I

SEPTEMBER, 1941

No. 1

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WHAT'S BEHIND AND BEFORE

Radio in education is more than a plaything. As an instrument of learning it has established itself far more quickly than the textbook. In extent of use it has outstripped many of the visual aids. It is effective at all the levels of systematic learning from the kindergarten to adult education. As a source of information it is not restricted to the classroom, but serves home and shop as well. Teachers and learners alike are interested in this infant though challenging medium of education.

For a number of years those who employ radio in education have needed a professional organization to help improve its usefulness in the learning process. The Association for Education by Radio has been recently organized to meet this need. Previously it had been met in part by local and regional meetings of radio users. These meetings reflected in attendance at their sessions a need for nation-wide organization. Far from opposing organization of a wider scope, sponsors of regional and local groups are giving their heartiest support to the new Association. From a national organization, the regional gatherings expect aid and inspiration.

The Association for Education by Radio will be able to build up a periodical, the services of which will extend beyond any which can be offered through annual meetings. It should permit the creation of a staff specializing in various types of service to individual members. It will be a recognized voice for those engaged in educational radio activities, in civic, religious and educational groups, and in the radio industry. It will give encouragement to the use of radio in such fields as classroom teaching, in work shops, to documentary radio, and to the establishment of frequency modulation stations for educational purposes. It begins under professional auspices with the support of long recognized leadership in educational radio. The backers of the new organization have no ambition to agitate the use of radio for educational purposes as a cause celebre, but expect to give their services in an organized way to experiment and to practice in the advancement of a tool of learning still largely undeveloped. The efforts of these leaders, many of whom were pioneers in the use of radio in the classroom, are to be commended and the success of the venture to be hoped for.

BELMONT FARLEY,

Director of Public Relations,
National Education Association.

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The Association for Education by Radio assumes no responsibility for the point of view expressed in editorials or articles.

how shall we improve Public Service Programs

By THOMAS D. RISHWORTH

Delivered at Syracuse University's First Annual Radio Conference, July 17, 1941. Mr. Rishworth recently gave up his work as Educational Director of Station KSTP, St. Paul, Minn., and is now Assistant Director of Public Service Programs, Eastern Division, National Broadcasting Company.

An educational program is of no value unless what the network does is supplemented by local stations. I am glad to say, however, that the age-old controversy between educators and networks or broadcasters is really over. Public service programs, as a group, have materially improved in the last few years, and, I think, principally because of better cooperation between network and local stations and educators and radio people generally. General as this improvement has been, there is still a need to train listeners to a more general appreciation of the things networks, educators and local stations broadcast.

In testing audience interests in respect to certain types of programs, there has recently been introduced a new testing device. Each member of a group of sixty holds two buttons, red and green. If he likes a program, he presses the green; if he does not, he presses the red. The composite result is graphed so that you can tell what items in programs caused a drop in interest. Let me call your attention to the kind of results that were gotten when this type of testing was used on a news program. One newscast had a catastrophe in New Jersey (an explosion). All of the women tested were interested. The moment that news item was given the interest of women went up. Another item on the broadcast was that the Duchess of Sutherland had a minor injury when her ship went down, but she was saved. This interested men more than women! The conclusions drawn from these reactions were that women react more to things that will affect their home; men, on the other hand, felt that the Duchess of Sutherland incident had something to do with the war.

Another example concerned a broadcast about foods. Items were given on the air concerning food facts. The word "disease" was mentioned in connection with these facts and the curve of interest went down. The next time the word "disease" was omitted and only food facts were given. The curve of interest with the women remained up, and 300 letters more a day were received as a result.

One wonders if testing like this might not give public service groups a better, more clearly defined idea of audience interests.

Moving now from the problem of improving programs by adapting them more to audience interests to the more general problem of developing more appreciative listeners, I'd like to suggest several possibilities.

1. Through college radio courses (550 colleges have radio courses).
2. Development of group listening and discussion after program is over.
3. Specific radio instruction for teachers.
4. Annual conferences held for station personnel.
5. Annual conferences such as is being held here at Syracuse University for educators as well as broadcasters.
6. Honor given to the best programs of the year.
7. A better promotion job in making listeners more aware of better programs. This means manuals and bulletins.
8. More "working together" of public service groups. Why wouldn't it be a good idea for Girl Scouts and Boy Scouts, Hi-Y and 4-H Clubs, etc., to join in a program directed to youth between 12-18 years of age for improvement of "youth morale"—something entirely voluntary and originating with these groups. Perhaps if enough got together, it would be possible to get personalities like Fred Allen, Helen Hayes and Jack Benny to lend their talent.

There are two principles for public service program planning from the point of view of children in schools. In this field CBS and NBC differ in policy. CBS believes in classroom listening; NBC believes in putting on programs at another time rather than during school hours and making the programs available on records at low cost. It will be interesting in the future to see how these two different policies develop.

In developing program material, NBC developed an outline similar to the curriculum for a University. On this basis educational programs fall into the following categories:

1. Humanities—music, drama
2. Social Science
3. Physical Science
4. Biological
5. Professional

They choose most important items in these respective fields and do the best job with each. In this

(Continued on page six)

Here, there 'n' everywhere

Los Angeles, Calif.—In an effort to determine the value of school use of radio in Los Angeles City Schools in the past and for future planning, questionnaires were sent last June to principals, elementary teachers and students. The survey was developed under the direction of Dr. Herbert Franklin Popenoe, Assistant Supervisor of Educational Research and Guidance for L. A. schools. Questionnaires were planned to determine attitudes, problems of an administrative nature involved, as well as scope and extent of present and possible future use of radio to supplement and enrich the regular instructional program. To principals was directed such questions as "How many radios are in your school," "Do you believe radio can be used regularly in schools to supplement and enrich the regular program of instruction," "Are you making use of recordings," etc. Teachers were asked: "What types of broadcasts lend themselves best to classroom use," "What is the greatest problem if any, which hinders you in making use of the radio during school hours," "Do you believe radio can be used regularly in schools to supplement and enrich the program of instruction." Questionnaires for students sought program preferences.

Cleveland, Ohio.—The Board of Education's annual summer radio workshop was continued this year, with three selected students from each of the Cleveland secondary schools undergoing an intensive course in radio writing and production. The group met six days a week in the studios of WBOE, the Board of Education's own station, preparing and recording programs. Some of the programs will be broadcast by WBOE during the forthcoming year. It is hoped that as a result of such training these boys and girls, who return to classrooms in September, will serve as a nucleus for the radio workshops within their respective schools.

Among the WBOE programs planned for fall is a series titled "Our School Name," in which each school will dramatize the significance of the school name. In doing so it is hoped that classroom materials will be inter-related and also that it will provide an opportunity for many of the schools to become participants in WBOE programs. Another series will be built around recordings made at WBOE of Irene Wicker's "The Singing Lady's Stories." Recordings of this former NBC series are being organized into a unit for the primary grades. A

Reports Direct From The Local Scene-of-Activity

tentative series for junior high schools, "Meet Moses Cleaveland," will feature an interesting use of "documentary sound" by which local government officials will be interviewed.

Terre Haute, Ind.—The Radio Department of Indiana State Teachers College, under the direction of Dr. Clarence M. Morgan, is working with the Indiana Department of Education on a state-wide radio-education program. The idea was brought to Dr. Morgan this summer at ISTC's Speech and Reading Institute by Mr. Ellis H. Bell, assistant superintendent of public instruction, who suggested a series of radio programs designed to interpret the work of the State Department of Education to the public.

The State Department of Education has drawn up an outline for the continuity of the series, which will be written and produced at ISTC. Present plans call for fifty-two programs—one a week—which will be sent via transcriptions to Indiana stations, most of which have already promised to cooperate. Format of the programs will follow the familiar question-and-answer pattern, similar to "Information, Please." Questions to be used will come from students in Indiana colleges and universities, and later from the general public. To start the series off this September, graduate students in summer courses throughout the state submitted questions to be used in the first programs.

Los Angeles, Calif.—The Radio Log, a monthly publication listing in-school and out-of-school broadcasts for teachers in Los Angeles County Schools, will be reduced in size this coming school year. All programs which made even a small educational contribution have been listed in past publications. In the new approach two teacher-evaluation committees will select a few outstanding programs to be featured in the log. There will be an elementary school committee and one representing secondary schools. Both groups will meet early in the school year to consider criteria for the selection of programs, some of which will be reviewed and recommended for particular grade levels or curriculum areas. All radio broadcasts contributing to total defense and the building of national morale will be

SYRACUSE UNIVERSITY SPONSORS SUMMER RADIO CONFERENCE

On Thursday, July 17th, Syracuse University, under the auspices of the Radio Workshop, held its first annual radio conference. Attending, in addition to summer workshop students, were representatives of several radio stations as well as a number of outstanding leaders in the field of education by radio. The purpose of this one-day conference—the first to be held in central New York—was to bring school people, civic leaders and broadcasters together for an introductory discussion of the problems involved in the utilization of radio in the classroom, and the better broadcasting of programs by school and other civic groups.

Chairman of the morning session on *Utilization of Radio in the Classroom* was Paul Reed, director of radio and visual education for Rochester (N. Y.) Public Schools, who introduced Dr. I. Keith Tyler, director of the Evaluation of School Broadcasts project at Ohio State University. Dr. Tyler, speaking on "Radio Programs in the Classroom," pointed out that teachers are becoming concerned with the listening background of students and are trying to develop this listening so that classroom listening will be as important as classroom reading.

Under the chairmanship of Dr. Kenneth G. Bartlett, director of Syracuse University's Radio Workshop, the afternoon session approached problems of broadcasting educational programs. Thomas D. Rishworth, assistant director of Public Service Programs for the National Broadcasting Company, spoke on "How Shall We Improve Public Service Programs," pointing out psychological factors in listening that program planners should take into consideration and offering suggestions for bettering public-service programs.

Other speakers were Dr. Paul Lazarsfeld, director of the Office of Radio Research at Columbia University, Capt. Harold W. Kent, radio section, public service division of the War Department.

given recognition. The Radio Log is developed under the direction of the Los Angeles County Schools and distributed to 1800 teachers at their own request.

Columbia, Miss.—Mississippi State College has installed two completely new studios and has engaged Dr. Frederick O. Crandall, formerly of the University of Michigan, to supervise broadcast activities. WCBI local commercial radio station, is arranging broadcasts from the campus studios and plans to establish a studio of its own at the college.

Educational Radio's Call to Service

By EDWARD M. KIRBY

Chief, Radio Branch, Bureau of Public Relations,
War Department; formerly, Executive Secretary,
National Association of Broadcasters.

This first issue of the Journal of the Association for Education by Radio is a symbol of Democracy's strength or weakness. Here in the midst of an emergency a group of seemingly placid educators calmly marshal their strength to utilize most advantageously the medium of radio in extending the educational facilities of our country. If the placidity of these men and women is induced only by their unawareness or disregard of the turbulent society in which we live, then Democracy and its ideals have been a failure and our freedom is doomed. If, on the other hand, their calmness reflects an absolute faith in their knowledge, skill and philosophy, then Democracy is developing a new and powerful weapon to insure the perpetuation of our system of government.

While the Nazi-Fascist tyranny destroys free education, Democracy not only preserves but seeks to extend the system of complete education. While dictatorship conspires to impose mass ignorance, the forces of representative government aspire to maintain and develop further nationwide education. The strength and weaknesses of the two philosophies of government appear here: Ignorance is dictatorship's weapon of defense; education is Democracy's weapon of offense. Here is a vital tactical error in the Nazi-Fascist philosophy which, despite its temporary victoriousness, must surely result eventually in the decay of its power.

It is no accident that Education should display its professional maturity at this time and organize its forces to insure the successful use of radio within the educational system of our nation. Twenty years of experience and experimentation have revealed the potency of this medium. The development of radio equipment to its present high standards of efficiency insure the use of an effective tool. The skill of modern broadcasting and its complete acceptance by pupils and parents alike offer unlimited opportunities to spread the gospel and furnish the materials by which our nation can pursue more extensively its education.

Radios are appearing almost magically in school-rooms throughout the country; schools systems are incorporating education by radio into their classroom programs; and network, regional and local broadcasters are now encouraging educational pro-

grams which effectively use their medium and which provide a high degree of scholarship. In contrast to the limited appeal of the educational radio program of a few years ago, the widespread listening audience of many educational radio programs today is almost phenomenal. There is no lack of audience for the carefully projected educational broadcast.

With the accelerating pace of education by radio, many demonstrations and conferences have occurred, and highly specialized literature on the subject has appeared spontaneously throughout the country. These movements, these trends have gradually swollen into a torrent of effective activity which now emerges as this modern, streamlined Association for Education by Radio.

That this important organization should be developed in the nervous times of this emergency is neither an accident nor a handicap. This is Education's contribution to our Democracy in action which is ready to meet any eventuality. The problems the Association will have to solve from the moment of its inception, will endow it with chevrons of experience and provide an institution capable of extending an important influence upon the era following the emergency. No other singly voluntary agency can have as significant a relationship with the youth of America as this new organization. In making its debut at the present time, the AER must accept the profound responsibility of counter-attacking the philosophy of barbarism and of strengthening the Reserves of Democracy to insure the perpetuation of Liberty.

FM Station for Chicago Schools

The Chicago Board of Education has been granted a permit for the construction of a non-commercial radio station to serve the elementary, high school, junior college, and adult education classes in Chicago's public school system. The station, which will use FM (frequency modulation) emission, has been authorized to operate on 42,500 kilocycles with 1000 watts power.

In the October Issue

A serviceable schedule of educational programs broadcast over NBC, CBS and MBS will be introduced as a regular monthly feature in the October issue of THE JOURNAL OF THE AER. This department will be conducted under the direction of Luella Hoskins, of NYU's faculty.

On the record

Washington, D. C.—“America — Summer 1941” is the title of a new series of documentary recordings being produced by the Library of Congress’ Radio Research Project under the direction of Phillip H. Cohen. The series is described as the first attempt to formulate a comprehensive picture of the American scene through on-the-spot interviews with natives of various sections of the country, showing the different aspects of their culture, ideals, activities, etc., in relation to the rest of the country. To assemble the material for this series field crews were sent into eight different sections of the country to record highlights of the local scene. Among the areas visited by the recording crews are “Okie” camps, recreation projects, rapidly expanding defense centers and the Tennessee Valley district. At least ten programs will be included in the series, which will be ready for distribution about the middle of October.

The Library of Congress Radio Research Project, established January 1, 1941, is maintained by a grant from the Rockefeller Foundation and aided by additional funds from the Carnegie Foundation. “The Ballad Hunters,” the first series of recordings produced by the Radio Project, was made available to schools.

New York, New York.—Newest addition to the New York Public Library’s transcription files is a complete series of twenty recorded programs that were produced by United Press to dramatize the coverage of news. The transcriptions, which were prepared for broadcast by radio stations throughout the country, present commentaries by UP correspondents on major developments in the war, as well as behind-the-scenes stories of how news is gathered and transmitted under war-time conditions.

26 Records On The Constitution

Ready for schools by Sept. 1 will be a series of twenty-six 15-minute recordings on the Constitution of the United States. The programs present in dramatic form the background of the Constitution, the compromises that were necessary before adoption was possible, the Bill of Rights and other amendments as well as some typical Supreme Court cases interpreting this basic law of the land.

The series emphasizes the fundamentals of democratic government

and the liberties enjoyed by the free people of the United States. Schools will have the privilege of arranging broadcasts of these programs by local stations. The series is a presentation of the Institute of Oral and Visual Education, 101 Park Avenue, New York, New York.

Recorded Lectures, Inc.

After more than five years of study and research in the field of radio education and audio aids to learning, Recorded Lectures, Inc. was organized in Chicago, April, 1941. Mr. Gerald T. Stanley, formerly Vice-President and Treasurer of the Texas State Network, is President. All transcriptions are technically perfect and scientifically produced at the World Broadcasting System studios under the guidance of the Chicago manager, Mr. Read H. Wight, Acting as Educational Adviser in charge of editing, production, and preparation of teachers’ manuals is Blanche Young, director of radio activities for the Indianapolis Public Schools for the past six years.

All transcriptions are planned as supplementary educational material for use in school and college auditorium and assembly programs, public address broadcasts, classrooms, study groups, libraries and church schools. Talks, artistic dramatizations and unusual educational features presenting material that is new and vital are now ready. Lecturers include Dean Ernest O. Melby of Northwestern; Paul V. McNutt, Federal Security Administrator; Lt. Commander Fallon, Lew Sarett, John Mills, Watson Davis and others. One dramatic series, “This is America,” and demonstration records for the booklet “Standard Unaffected American Speech” by the author, Juliet Barker, are ready for Junior and Senior High Schools. Two series of three 12-inch records, “I.Q.U.” and “Drama of Everyday Words,” are available for elementary schools.

Programs released for classrooms this fall have been evaluated and analyzed by committees of teachers from various parts of the country under the chairmanship of Mr. J. Stanley McIntosh, Instructor of Visual and Radio Education, Northwestern University. Suggestions for teacher preparation, charts, bibliographies have been written by teachers well known in the field of radio education.

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How Shall We Improve Public Service Programs

(Continued from page two)

way we get greater correlation between subjects and a more integrated public service program.

And now I'd like to move to the more specific phases of the program of how to improve public service programs. I think there are certain psychological factors in listening that the planners of public-service programs should take into consideration:

1. Is the program about ME? If a program is about you or can be made about you, if you can feel it is about you, you are interested.
2. Does it concern us NOW? The most successful programs stress *now*. For that reason, history is not as necessary as it was about three years ago. (History can be used to illustrate and provide background, but listeners are interested in NOW!)
3. Is it NEW? If the idea is new it has value. Some new techniques are on the air just for try-outs. Arch Oboler may have overdone it, but Orson Welles' "War of the Worlds" was good because he combined the ME and NOW and it became a NEW technique. "Is it NEW?" is the radio man's favorite question.
4. Does the program offer the listener an OUT? A good program should offer to the audience some releases from everyday life. This may explain the popularity of the soap box operas: They offer the listener a release from everyday routine.
5. Is the style of the broadcast INTIMATE? There is a certain intimacy involved in good programs. Alexander Woollcott is popular because he takes you "in" with him. It is talking to just you and not to 6,000,000. President Roosevelt's fireside chats are another example.
6. Is the program REAL? The moment you lose reality on the air, the public service program goes down. Should not have a 16 year-old boy play the part of George Washington on the air. Unless there is reality, there is no drama.
7. Is it SWEET? I think the audience prefers something on the sweet side. On analyzing news programs, the news programs during the day should omit some of the gory details—principally because listeners prefer it. Perhaps a better word than "sweet" would be "positive," as positive is the opposite of negative.

Other suggestions for bettering programs should include:

1. More programs of a serious nature lead by popular and well known persons such as Fred Allen, Charlie McCarthy and Edgar Bergen.

2. Development of new techniques, particularly for Defense and Democracy programs. (Perhaps we are going overboard lately along this line. The public may get too much.)
3. More programs should originate in the little town.
4. Stations are too prone to leave the religion to the clergymen. And must it always be a sermon? If a clergyman is a good actor, have him go on the air with a 12-year-old boy and discuss his problems with him.
5. More music—remember "Ballad for Americans."
6. More news for children. All news now is for the adult group. Young persons, too, should have some idea of what is happening.

All in all, good public service programs should provide inspiration; motivation for future study; interpretation of what is going on; and appreciation of all that is good and fine.

The issues today are morale and togetherness. In a sense every program should promote that morale, and to do this we must have togetherness. For one winter, temperature should be sixty degrees below zero to make Americans huddle together for warmth—and then we might really see what pulling together really means.

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A Traveller's Notes

Harold W. Kent, author of these notes, is travelling as Captain Harold W. Kent, GSC for the Radio Branch of the Bureau of Public Relations, War Department.

Denver, Colorado is the home of the Rocky Mountain Radio Council which stands unique among councils because of its far flung horizon and its combination of coordinating program activity with a carefully planned routine of writing and production for member stations. It being rather impossible to hook the stations into a network because of line charges, Bob Hudson has adopted the commercial transcription service idea. Bob is the treasurer pro tem of the AER.

Los Angeles is still more Los Angeles County when it comes to radio than Los Angeles City for Elizabeth Goudy is fast developing the resources of the area with a splendid weekly program bulletin, a group of programs which include wide participation by school groups in the presentation and a third feature which bodes fair to eclipse the other two—a recording service with circulating libraries for all of the schools in the county. Los Angeles with suburban Hollywood near at hand is going in for recording production in a very real way.

San Francisco has already installed its FM transmitter in the Samuel Gompers Trade School and has been operating it all summer. Jay C. Morgan has been selected by the Director of Publications, George J. Mullaney, to manage the production end of affairs there and, with the assistance of the two recently appointed educational committees under the chairmanship of Edwin R. Nicholls, should give a good account of the resources and background of the San Francisco area. Jay C. Morgan conducted not one but five workshops at Mills College across the Bay in Oakland and still had time to program direct the Public Schools' station.

Portland, Oregon is happy in the extremely friendly relations that exist between the commercial people and the schools. Hazel Kenyon whom many will recall from meeting her at the Columbus meeting is still in charge of radio activities in the schools there and will probably add the title of the world's greatest-distance commuter to her other achievements when she goes to work this fall. She was married to Ed Marquette in July and will actually live in Seattle and work in Portland. This city as is well known has its own standard band AM station which it uses for public relations

broadcasting almost exclusively. It also presents five programs on the Red network station in the City. Mrs. Marquette will handle an inservice class for radio utilizationists at a local university this winter.

Seattle's greatest claim to radio activity lies in the work that Marjorie De Garmo is doing with the Seattle Radio Council. This group is about the most outstanding example of its kind in the country and is organized on strictly community lines, which means that the schools are but a segment of the large organization and such important angles as Dorothy Lewis' Children's Programs are included on the same basis. Dorothy Frost, the director of radio activities for the Seattle Schools, was away at the New York University Workshop for the summer and upon her return ought to start things humming in Seattle where a splendid field awaits her. The University of Washington has a workshop which produces programs for outlet on the local stations. The University may be interested in an FM Educational Frequency . . . it would widen the University's sphere of influence enormously and at not too great a cost.

In **Pullman, Washington** I met with Allen Miller of University Broadcasting Council fame. He is now working long hours on the KWSC College station there and nowhere did I find such a well established rapport as in this rather isolated geographical spot. The students think seriously about their problems and hours are spent by Allen Miller in personal conference with these young professionals and academicians. KWSC's the only station in the area and has a greater community responsibility than any other in my acquaintance.

Greeley, Colorado and Jim Finn are synonymous as regards radio. Jim has a well organized radio workshop and is one of a mere half dozen which are doing an adequate job from the Utilization angle. There is little school broadcast production going on but there is an excellent feeling in the radio relations of the town and gown.

Back, through **Chicago**, the Radio Workshop of the Radio Council of the Chicago Public Schools under the able direction of George Jennings, was just drawing to a close. Judith Waller, the nation's ace educationist in radio was speaking to a too-small enrollment. Chicago has just received its FM Frequency and is going to work on equipment and all that.

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what they're saying

About the AER

"... I think your committee as described . . . is an important step in the development of education by radio. . . ."—JOHN C. CRABBE, College of the Pacific.

"... The purposes as outlined seem to me to be all-inclusive and of real importance. The group should satisfy a need which has been growing by leaps and bounds recently."—HELEN CONNON, Palo Alto Public Schools.

"... I feel that the aims of the organization, as listed, are broad yet practical, and I know there is a need for such a body. . . ."—DR. JOSEPH T. SHIPLEY, Executive Secretary, The Institute of the Public Arts In Education.

"... I believe that the Association for Education by Radio, if established with the objective in mind of eventually becoming a sub-division of the National Education Association, has an important part to play in our field. As a clearing house for ideas it also justifies its existence."—TOM RISHWORTH, Assistant Director of Public Service Programs, Eastern Division, National Broadcasting Company.

"... I have felt for some time that there was need for such an organization. It is especially important—and I admit I speak here as a Westerner—that there be adequate provision for the representation of regional interests in your future moves in this matter. . . ."—DONALD CHERRY, Redwood City, California.

"... I was highly elated over the proposed organization for the advancement of radio education. There are many educators throughout the United States who are vitally interested in this field, but there has been no instrument pooling the findings of the various activities. . . ."—ERLE A. KENNEY, Director, Alameda City School of the Air.

"I should like to become a member of the Association for Education by Radio. . . . As soon as definite plans have been made, I'd like to hear about them."—DOROTHY M. JOHNSON, Assistant Editor, Business Education World.

"This is to express my interest in the proposed organization of a national group for the promotion of education by radio and my desire to become a charter member of this association."—HENRIETTA C. BRAZEAU, Director of Radio Activities, Public Schools of Pawtucket.

"I think such an Association will be able to do a great deal in furthering the use of radio in education."—JOHN J. FORESTER, Principal, Bradford School, Montclair, New Jersey.

"The formulation of the Association for Education by Radio is, I believe, a most necessary step in the right direction."—RALPH L. ROGERS, Director of Broadcasting, Boston University.

"As the Hoosier Schoolmaster of the Air who has been working for over seven years to advance the field of education by radio, I warmly applaud the advent of the Association for Education by Radio."—CLARENCE M. MORGAN, Director of Radio Education, Indiana State Teachers College.

"... Needless to say such an organization can do a great deal for those of us away from urban centers who are practically alone in the work we are doing. . . ."—HAROLD S. HEDMAN, Radio Director, Fergus Falls Schools, Fergus Falls, Minn.

Who's Joining?

AER Treasurer Bob Hudson reports memberships to the Association for Education by Radio are coming in at the rate of two a day. In the October issue of THE JOURNAL the names of all members will be published and each issue, thereafter, will contain the names of new members that have joined during the preceding month.

Send membership applications to Robert H. Hudson, 21 East 18th Street, Denver, Colorado.

